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ABSTRACT

Development of effective professional training programs for adults requires: careful, honest analysis of organizational needs and conditions; an overall training approach geared to distinctive adult characteristics; and a logical program planning sequence, normally involving a number of steps. These steps or elements in planning would include analysis of needs, creation of a planning committee, general and specific objectives, facts about one's potential audience, methods and techniques, program design, selection of faculty, audience involvement, instructional materials and aids, budgeting, publicity and promotion, physical facilities, scheduling, supplementary activities, evaluation, and followup. (LY)

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PRINCIPLES OF PROGRAM PLANNING FOR TRAINING ADULTS

Lawrence A. Allen

Training is a management tool. In essence, it is the formal or informal procedures which an organization uses to facilitate employee learning so that their behavior contributes to the implementation of the goals and objectives of the organization.

It is a tool that has become recognized in business, industry, government and the professions including the Library in all its forms. Without question, in this age of rapid development, it is a basic responsibility of management, regardless of the field, to train and retrain individuals. Each year professional workers must acquire new ways of performing their tasks because of the changes in their occupation or profession. The skills, knowledge and attitudes required to perform the job must be learned by each individual. In the final analysis, learning is an individual phenomenon.

The Library Profession has a need, a real need, for pre-induction training, induction training and in-service training. It will always have this need. Much too frequently has the Library Profession considered itself to be sufficiently trained and "up-dated" simply on the basis of professional training and, perhaps more important, too often has it overlooked the many people in the field who may never have had pre-induction or professional training of any kind in Library or Informational Sciences. Librarians without degrees or professional

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training may be considered non-professional, but they, too, function as Librarians; consequently, the obligation on the part of responsible management is to extend and up-grade these individuals in order to improve the entire profession.

In a certain sense each of us who is in a supervisory or management capacity has a responsibility for the development of his own personnel. In fact, taking this statement just a bit further it is possible that each one of us in a management position could be considered to have as his primary objective and role that of a trainer of his own subordinates. If you develop your personnel to the fullest extent of their potential, whether it be in librarianship or any other field, then the possibility of accomplishing your objectives are greatly enhanced.

In spite of the fact, however, that all of us could be considered trainers, it is quite evident that many people in management and supervisory positions do not have the knowledge and skills to train properly. Consequently, it is for this reason that Workshops, Seminars, Institutes and Short Courses are set up to educate managers and supervisors in the training function so that they might carry out their responsibilities in a more adequate fashion. In fact, Management and Supervisory Training, is the most rapidly growing area of education in Management Development.

Program planning is one of the most important aspects of training. It is complicated and complex and primarily so because it involves <u>people</u>.

When people are involved there are no absolutes which can be established as truths for all situations. Perhaps we could make one exception----- change. People do change constantly --- and that's not confined only to women! In spite of the fact, however, that it is a complicated process there are principles and guidelines which can be extremely useful to a person just entering the field of training or, indeed, one who is already a trainer.

This paper has been divided into three main sections: one dealing with the importance of analyzing your organization before you begin any training program, followed by a description of how adults differ from young people and the implication these factors have upon your training program, and concluding with an extensive delineation of the twenty principles of planning a training program.

Because of the nature of this topic, the principles have been written in a very simple, and straight forward fashion. In fact, it can be considered a "How To Do It" approach. No apologies whatsoever are made for this format because it is felt that in its present form it will be of greatest use to the reading audience.

In essence, these concepts can be considered the most important principles or steps in program planning. Also, they are arranged in a logical sequence. Again, it is quite possible that in your particular organizational structure that all of the principles may not apply. The attempt has been to be as comprehensive as possible and to allow you the flexibility to use the principles as you see fit within your own organization and for your own objectives and purposes.

KNOW YOUR ORGANIZATION

Before beginning any program, specifically a training program, it is most important that you realize and recognize the organization wherein you are located at the time. Every organization has its own particular social system, milieu, and climate. These elements are products of many factors. It is very important for you to know these elements. For example, one of the most crucial factors that I feel all administrators and managers should realize is that of <u>timing.</u> When is it appropriate to introduce a new concept or approach a particular person or group within an organization? One morning you may be very successful whereas if you had attempted the same task the previous afternoon you may have been greeted with a negative decision.

In any event, it is most important for you to know what is happening in your organization. In accomplishing this, it is strongly recommended that you do two things ---

1. <u>You must make an honest appraisal of the current situation.</u> It is here where you must be extremely analytical and be able to arrive at honest conclusions --- and most of all be able to live with them! In other words, if you arrive at a decision that at the present time it is not possible to begin a training program because of certain political or personality pressures, then by all means don't attempt to get something going just to get something going!

2. <u>You must make an initial judgement about the appropriateness of the program.</u> For example, let's assume that you have decided to set up a training program. Now, you are faced with a decision as to whether or not

the program should be conducted at this particular time and is it appropriate in light of what the organization needs. For example, it may not be appropriate from the point of view of timing or the nature of the program.

In short, you do not go into any training program in a blind fashion. You should analyze the organization much as a scientist would analyze a bug under a microscope. In order to do this, you may ask yourself the following questions:

1. What has been the growth pattern within the organization, where does it seem to be going, and what problems or difficulties has this growth, or lack of it, caused for the organization?

2. What are the objectives of the organization itself? Do the program objectives which you have in mind mesh, that is, not contradictory to, the overall objectives of the organization?

3. Who are the leaders within the organization who might help your program? This refers to the informal and formal leaders. Some are leaders because of their position and others are leaders because of the respect which they have gained from their colleagues. In order for your program to be successful, you will need both types of leaders.

4. What are the present politics and pressures in your organization? Although this may seem to be a very general question and not too important, pause here and reflect. In every organization, politics, personalities and pressures exist which can cause difficulties for your program. You must be aware of these and be able to work around if not through them.

YOU TRAIN ADULTS DIFFERENTLY THAN YOUTH

The people whom you will be training and establishing programs for will be adults. It is most important, therefore, for you to realize that adults do differ from young people and that this fact has many implications for your training program. A great deal of research and information is presently available for people who are involved in training adults. It will not be attempted to summarize all of the research and to provide the findings, but rather to excerpt out the essential points for you to keep in mind when you are establishing your training program for adults.

Adults will differ from youth in learning in at least four different ways:

1. Adults have more experience simply because they have lived longer. The trainer must take advantage of this in the construction of his training program and in the utilization of the appropriate content and methodology.

2. The Adult not only has more experience but his experience is of a different quality. Adults have experience of such things as marriage, divorce, job difficulties and career problems, and a variety of other kinds of adjustments to life which the youth of eighteen or nineteen simply does not have.

3. The Adult is very much oriented toward his immediate needs and application of his learning. The Adult is what we call problem-centered rather than subject-centered. He wants to know how can he take this information and apply it to his immediate problems.

4. Perhaps the most important way in which the Adult differs is the manner in which he comes into and perceives his role as a learner in the learning situation. Learning is primary with a youth in the educational situation whereas with an adult it is a secondary condition. The adult does not want to be treated as a child and will demand treatment which recognizes him as an adult. He will consider the teacher or trainer to be a resource person; a stimulator who enhances learning through inquiry rather than having the trainer as a transmitter of knowledge which is typically the case in more formal educational institutions. The adult has a desire to be self-directing and autonomous whereas the youngster wants to become dependent upon the teacher.

The above concepts of adults have implications which must be kept in mind when deisgning a training program. These can be summarized by suggesting ten principles to be kept in mind when training adults.

1. Adults can diagnose their own needs.

Good trainers of adults are skillful in creating a non-threatening climate in which the participants discover themselves what they need to know.

2. Adults must want to learn.

The adult must have a "felt need" on his part that learning is required. He must have internalized the concept that there is a gap between where he wants to be and what he presently has in the way of knowledge, skill or attitude.

3. Adults will learn only what they feel the need to learn.

Motivation is a key concept here. In order for an adult to learn he must feel very strongly motivated that this will help him in some way, usually with a problem of immediate nature.

4. Adults have different "developmental tasks" than youth.

The sequence of learnings should be strongly influenced by those things which are necessary for the adult to advance from one phase of development to another.

5. Adults learn by doing.

Although this is not a new concept, it is nonetheless disregarded in a great many training and teaching situations. Effective learning does not take place by having someone talk concepts in a lecture-transmitting process, hoping it will permeate an adult's head who will then regurgitate it back on paper for the trainer or teacher! An adult must participate in the learning process--even in the establishment of the goals of the learning experience and its evaluation.

6. Adult learning centers on problems, and the problems must be realistic.

This is the problem orientation mentioned above rather than the subject matter orientation. An adult lives in a realistic world and he wants his training to relate positively to that reality.

7. Experience affects adult learning.

Learning can be interpreted as a process of association with past experiences. Consequently, a person with more experience has the possibility of learning more than someone who does not, i.e., youth.

8. Adults learn best in an informal environment.

The physical and emotional environment should be one characterized by relaxation. As a rule of thumb, the more participation on the part of the adult the better.

9. A variety of methods and techniques should be used in teaching adults.

Don't stay with the lecture techniques. Use a variety of group participative techniques and many methods such as workshop, seminar, TV, University courses, etc.

10. Adults can evaluate their own progress toward learning goals.

Adults want guidance, not grades. An Adult enjoys being placed in competetition --- but with himself! Typically, he does not want to compete with his fellow participants for high grades. Actually, he is interested in learning ---and competition for grades can be an obstacle to good learning.

TWENTY PRINCIPLES FOR PROGRAM PLANNING

The following is a step by step procedure for people engaged in training activities and who are interested in developing a training plan. It is emphasized again, however, that prior to the beginning or initiation of the following procedure the trainer would have analyzed the organization from a point of view of the current situation and the appropriatness of the initiation of a training program at this particular time.

Each of the steps will be briefly described. They are arranged in a logical program planning sequence. It is quite possible that a person presently engaged in training would unconsciously have followed some of the steps outlined below.

1. Analysis of need:-

A program always begins here! Usually a trainer would think of a problem which would, in turn, lead to a clearer definition and clarification of a need on the part of the group or person to be educated or trained. In short, it is here that the trainer is attempting to find out just what is it that would prompt the initiation of a training program. What gap exists between where people are now and where the trainer or learner feels the person should be in order to perform as effectively as possible? Of course, the

natural question which is raised immediately by people in the training field is this---just how do you go about analyzing needs?

A variety of techniques and methods may be used in the analysis of individual or group needs within an organization. Some of the more common are the following:

A. Observation - Talking and discussing with people on the job or over coffee.

B. Interviews - Asking people just what they feel their problem might be or how they would like to change their job or, indeed, the organization.

C. Problems - Analyzing what the present problems and sub-problems (causes) of the organization might be.

D. Attitude Surveys - There are a number of management consultants and other people in the field who would come in and conduct an attitude survey of personnel within the organization.

E. Grapevine - This is another communications instrument within an organization and should be listened to because it is here where the problems are expressed openly. However, be cautious about information received from this source.

F. Evaluation - An Evaluation of your present educational activities could provide interesting insights as to other needs which have not been met.

G. Committee - Bringing in a committee of experts in your particular area from the field.

H. Performance Appraisal - Personnel evaluations will uncover new needs. It is commonly thought in training and educational circles that people can easily express their own needs. This is not true!

It takes expertise in education and "needs analysis" in order to really ferret out what it is that's bothering people and what must be done to solve or meet these needs.

2. The Planning Committee:

It is strongly suggested that when you are thinking of establishing a program you get together approximately four to six people to serve as an Advisory or Planning Committee for your program. The role of each individual on this Planning Committee would be to help you set up the program and, in addition to this, assist you in the carrying out of the program itself. Some of the major considerations in the development of a Planning Committee would be to have people serve upon the Planning Committee who would be varied in background as well as from different geographical locations. It is always useful to include people on this committee who have the following kinds of characteristics either on an individual or group basis: (a) Creative, (b) understanding of the needs of the participants, (c) subject matter knowledge, (d) knowledge of educational methods and techniques, (e) representatives of various groups or publics within the occupation or profession and (f) somebody with public relations and promotional ability.

3. General Purpose:- It is most important that you define in broad terms what it is you hope to accomplish. In short, we are speaking about long range or general objectives when we talk about the general purpose of a program. It is again emphasized that a great deal of time be spent with this particular topic because this is the focus of your entire program and the base from which you will develop a program in specific detail. In short, it is what we call the General Objective of the program.

In talking about any program objectives, we must keep in mind that we are attempting to change people in certain ways. Either we are attempting to increase their knowledge, develop a skill or change their attitude. Essentially, all learning takes place in either one of these three categories.

For example, a general objective might be something such as the following: "To improve the quality of counseling among Vocational Rehabilitation Counselors." This would be a very general objective and certainly a very laudable one. However, it is now necessary to put this very general objective into more specific terms as to just how it might be accomplished.

4. Specific Objectives:- When developing specific objectives you can divide them into three parts, that is, each specific objective will have three elements within it. One, the people or group to be changed; Two, the type of behavior change you are attempting to bring about and; Three, the problem of content area about which you are concerned. For example, you might have the following as specific objectives---"To develop the skill of listening among the counselors in your organization." Or again, "To improve the quality of written communications from the State Director." These are very specific objectives and you may now proceed in designing a specific program for the individual or groups whom you are interested in training.

5. Facts about the audience:- Whenever you are establishing a program for any group of people it is always important for you to gain as much information as you can about the audience before designing the program. For example, you would know something about the following characteristics: age; sex; experience; personalities; jobs; specific roles of individuals and groups; status of participants; conflicts both on and off the job; time that the people are on and off the job; any particular or special pressures which might be present at the time; intellectual and educational level of the group; familiarity with the subject matter or content you are interested in having them learn and the types of people coming to your group

i.e., will it be a homogeneous group. In short, you want to know who is coming, what they represent, and in what specific areas do they need help. If you do not have this kind of information, it may be necessary for you to conduct a problem census in the form of a questionnaire or interview.

6. What do you want to say:- Here we are talking about the content of the program. In some way, as suggested earlier, you want to change a person either by adding to his knowledge, changing his attitudes or developing some skills. Again, you will want to know whether or not the training session will be informational, inspirational or instructional. What is it that you really want these people to be like after they have been placed through your program? Perhaps.an example could be used here---each of the readers should become more familiar with the steps of program development and consequently better trainers by applying these principles to their actual problems of training on the job. This is how you should be "changed" after you have finished reading the material.

7. Methods and Techniques of Presentation:- Now that you have selected the content which you would like the individual to gain, it is necessary to select the method and techniques you are going to use in order to convey this information. As you will note, there is a differentiation between methods and techniques. Method is the vehicle or framework wherein the entire program will fit such as a Workshop, Conference, Short Course, or a formal course in a university, etc. A technique, on the other hand, is a means of presenting material within the individual classroom or learning experience such as the lecture, panel discussions, role playing, etc.

Some of the more common methods which are utilized in training or education are such things as: Workshop, Institute, Conference, Short Course, Correspondence, Weekend Institute, Series of Institutes, Seminar, Clinic, etc. Techniques would include such things as: Lecture, Discussion, Periods, Skits, Demonstrations, Panel Discussions, Reactor Panels, Interview Panels, Forums, Symposiums, Role Playing, Film, T.V., Incident Method, Case Method. etc.

Some of the new techniques which have been developed in educational technology and which are becoming more and more common in the training field are such things as programmed learning and machine and automated equipment. These contribute to greater independent study on the part of an individual student. This new educational technology will have, as it is now doing, a great effect on the training and educational world and should be investigated by anyone in the training field.

8. Design the Program:- Now that you have both the general and specific objectives along with the content you would like to teach and the methodology which you have chosen to convey the content you are now in a position to draft the original program. There are a number of ways of doing this, of course, but one of the techniques which can be applied very easily is the "grid technique". Essentially, your purpose here is to set down in panoramic view the entire program so that you might now begin to see it in its entiety and how all the pieces fit together. This is the pulling together process. In diagrammatic form it looks like this:

TIME	CONTENT	METHOD & TECHNIQUES	MATERIAL & EQUIPMENT	PERSONNEL
9:00-10:30	Role of the Trainer	Lecture and Buzz Groups	Two Article Overhead Projection	Dr. Smith

Also there are two major terms which you must be aware of in designing the programs and they are----continuity and sequence. Continuity refers to having a logical progression in the entire program which you may be offering. For example, in a one week workshop there should be a logical progression and relationship between what happens on Monday and Friday. Sequence refers to the relationship which one Workshop might have to another. For example, in establishing a series of six workshops there should be a tie-in and relationship between the first workshop and the second, the third and so on. Again, a logical sequence so that the student or trainee is not confused but rather aided and abetted by the structure of the program. Most people in training positions seem to neglect this important step.

9. Selection of faculty:- The selection of faculty is an extremely important step in the process of developing a program. Not only should your faculty be competent in the subject matter which you would like to have them present but, and perhaps more importantly, they should have teaching ability. And this means teaching ability not in the typical stereotyped high school and college student atmosphere but rather a good understanding of the means and methods of teaching adults. Also, people should not be selected simply because of their status in the field or within your own organization. People such as this can hurt, if not destroy, a good program. Essentially, you want to select people for your faculty who will make the greatest contribution to the objectives and who have teaching ability. Also, you will have to decide

whether or not you need experts in particular subject matter areas from outside your own organization. Importing people from outside your own organization is a sound practice and should be encouraged. Indeed, it is quite possible that if all of the people on your program come from inside your organization---you are making a mistake! Another common mistake new trainers make at this stage of the game is that they will have a series of four or five speakers in one day. Again, this is a fallacious assumption that the more people we have the greater variety and consequently the greater interest in learning on the part of the students. This is simply just not the case. In general, the number of faculty members whom you have on your program should be kept to a minimum. People who are familiar with adult learning and who may be associated with some form of Continuing Education are usually good representatives to enhance the quality of your program simply because they have experience in teaching adults. Also, you have to decide here whether or not you are going to use a key-noter and if you have a banquet, will you have a banquet speaker. Other practical questions which you will have to answer are such things as will you use discussion leaders and how will they relate to the overall program. Finally, who will conduct the evaluation?

10. Material:- The most important thing to remember about material is that it is supplementary---a means to an end---not an end in itself. They should be incorporated into the program and used in the learning process. Usually, it is not a good idea simply to pass out material so that people will have something to take home at the end of the day. If it has no relationship to what it is you have attempted to accomplish or if you have not in some way made reference to the material during the course of the day then leave it out. It is a good idea if you can have the material handed out beforehand,

that is, before the people come to the training session so that they may have an opportunity of reading it before arriving. Unfortunately, however, most people do not read it beforehand. Also, if you wish to distribute material at the end of the session, it can be very useful as reinforcement of learning which you have already attempted to incorporate into the program itself. Here is where you would use the material in reference to what it is you had hoped to accomplish and then extend the learning process by giving it to the people as they leave your program. Some people prepare a "take home kit" which is distributed at the beginning or end of the program. Reference is made to some of the material included within it during the program, and then asking students or trainees to extend their learning by reading some of the articles after they have arrived home. Your follow-up evaluation could test whether or not it was read. You will also have to decide whether or not you are going to have any display materials and exhibits. These can be very time consuming but if well tied into the learning experience, they can be extremely useful. One of the questions which will undoubtedly be asked of you in a training program is whether or not the speeches or lectures which have been given will be duplicated and made available to the participants. You might anticipate this and have the speeches duplicated beforehand.

Another technique here is to have lectures and/or outlines duplicated for distribution so that the learners will not have to take notes while they are <u>listening</u>. You could distribute the material at the end or beginning of the lecture. One very great caution must be exercised with material--- do not "drown" the trainee by providing him with a truckload of paper! Education cannot be measured by the pound of paper!

11. Involvement of the Audience:- We know in adult learning that the best form of learning comes about when the audience or participants engage in some way in the learning process. And this does not just happen! It must be planned for in the beginning of the program and incorporated throughout. It must be structured into the program. Some of the techniques to involve the audience have been mentioned previously and the possibilities are really infinite, limited only by the imagination of the trainer. Your objective here is not just to encourage "Togetherness," but rather how can you get the participant involved in the learning process so that the learning is more effective. Remember, in the final analysis learning is an individual phenomenon and comes about only when it has been internalized by the individual.

12. Meeting Aids:- The educational process can be enhanced and the learning experience deepened by the use on the part of the trainer of a variety of meeting aids made available to people in education today. It appears that in education and the learning process, the more senses, i.e., sight, learning, feeling, etc., which are used the greater the learning on the part of the individual. Consequently, it is important for the trainer to use such things as the blackboard, flip chart, slides, films, overhead projector, view-graph, recordings, drawings, demonstrations, models, the flannel board and film strips. These are but a few of the meeting aids which are available at the present time and which should be utilized by the trainer.

13. Finances:- It is inevitable that every program must have money attached to it. Not that you will have to charge for the program which you are establishing but it is obvious to all of us in education and training that programs do cost money. Consequently, it will be necessary for you to prepare a budget for each of your individual programs plus your overall yearly program.

In the preparation of a budget it may be useful to divide the finances into two general areas:- Administration and Program. Administrative costs would include such things as printing, mailing, publicity and promotion, renting of space, secretarial help, and other such things concerned with the direct cost of administration of the program. Program would include the biggest expense of all, that is, the faculty or instructors who would be receiving honorariums for participation in your grogram. Instructional costs, then are the greatest cost to a program. Also, you will have to consider the travel expenses of people coming to your program. Rentals of equipment in one form or another is another expense included here. Of course, if you are going to have food for the group you must consider this in relationship to the number of people coming. The cost of materials which may be purchased or duplicated must also be included. These are but a few of the expenses which you have to consider in the development of a program. The important point to remember, however, is the fact that you should have a budget for each of your programs.

14. Publicity and Promotion:- Many programs have "died on the vine" simply because other people and possible audiences have not heard about them. In short, you really can't say enough about your program to people who might be interested. Rather than a broadcast style of advertising, narrow in on your target audience. Then consider all the media possible through which you might advertise. Perhaps the best form of advertising is "word of mouth," but don't forget such things as the bulletin board, brochures, radio, television, journals and newspapers, direct mail, and any other techniques which

your imagination might create. Again, the timing is extremely important here. Your promotion should be continuous and as the time approaches for your program the publicity should increase. It may be that you would prefer to get some professional help in for this part of your program because public relations is coming more and more to be a professional field and demands expert treatment.

15. Physical Facilities:- Again, here is something which is forgotten or neglected many times by people setting up a program. Remember, that the physical facilities must fit the purpose and objectives of your program and, in addition, be capable of carrying the content and methodology which you wish to convey. For example, if you have immovable seats it will be more difficult for you to use participative techniques. You must decide whether or not you want to conduct the training program within your own plant or move to a place which has few if any attractions to distract your audience. It is important to select the various kinds of rooms which you will need for your program. Do you want to have large general sessions in small groups following general sessions? If so, this will determine the types of rooms that you will need. Also, is it formal or informal arrangements as far as grouping is concerned or will everything take place in one room? What about audiovisual equipment such as films and film strips? Be sure to check the lighting, ventilation, washrooms, telephones, etc. These are things which are typically forgotten - - - and have been the ruin of many a good program. If you must use physical facilities, other than your own organization,--keep a list of hotels and other facilities in your area. You might send to the Chamber of Commerce for materials. They would be pleased to supply you with as much information as possible.

16. Time Element of the Program:- The content and methodology of your program will determine its length. You will have to decide what it is you want to accomplish and then make a decision as to the amount of time it will take to provide the kinds of learning experiences with sufficient intensity and continuity to accomplish your objectives. For example, if you wanted to teach someone the skill of Conference Techniques, you might think of a basic course to be provided in a Workshop of one week's duration. Or, again, you may wish to teach the same thing, Conference Techniques, over a period of ten weeks meeting once a week. When scheduling your program be very much aware of the timing so that you do not conflict with other meetings, holidays, seasonal or organizational pressures and that you do not unnecessarily disturb the time schedules of your participants.

17. Supplementary Activities:- Just about any educational program can be supplemented with a number of outside or extra-curricular activities. For example, you may wish to take a field trip or tour of one of the local places of interest. Indeed, it is also possible to set up optional evening sessions for the group. In any event, the major point to remember here is to make sure that you relate the supplementary activities to the general program. Very often, some educators and trainers will attempt to establish something such as this as something quite different from the regular program and then wonder why it is not accepted or held in great favor. If it's entirely social in purpose, say so. Don't give it an educational purpose when it has none. In addition, you may want to establish experiments, exhibits, demonstrations of one sort or another or even invite in some guest lecturers. Optional sessions

for the group whuch may be called "Problem Clinics", that is, where the participants would get together to share ideas about how they do things on their particular job or on the home front are enjoyed and are typically quite successful.

18. Reports:- It will be necessary for you to decide what type of reports you want for your particular meetings. You may have reports which could take either one of three forms. One, summaries of group work sessions; Two, recommendations for later sessions; Three, new ideas to discuss at a later date. You may also wish to have reports for the participants and others after the meeting. Again, these could take at least three forms if not more: One, highlights of the sessions; Two, results of work group sessions; Three, summary of the entire meeting. Furthermore, you will have to determine the system or method you wish to use in order to handle the reports. For example, you could use people as observers in each one of the sessions; other people could be used as recorders, that is, taking down the information in each one of the meetings; also a tape recorder could be used and the information later typed. You must also consider who is going to do the work such as duplicating the material and mailing it out.

19. Evaluation:- Evaluation is a process. It can be either simple or complex depending upon the nature of the problem. It is included (or should be) in all educational programming. Evaluation is not something that occurs at the end of it an educational program but occurs throughout the educational process. It could be viewed as the beginning and end which means that educational programming

is cyclical in nature.

If we could determine that the objectives were the most important part of your planning process, then Evaluation would be at least as important because the two are so inter-related. In order to do a good evaluation, it is important, in fact, imperative that you have very well written, specific objectives because only on the basis of such objectives can an evaluation be done.

Specifically, programs begin by determining "needs". Objectives are then determined and a program developed to accomplish these objectives which is then evaluated, followed by re-planning, re-implementation and re-evaluation. Thus a complete cycle is formed which is a cycle of educational programming. Expressed in other terms, evaluation is an appraisal or judgement of the value or worth of something. Essentially, in evaluation we are usually concerned with evaluating three things or aspects of the learning process:--- One, the reactions and feelings of the group toward the entire process which usually gives us a pretty good idea of their feelings about the methods and techniques which we have used; Two, has any learning taken place and Three, what behavior changes have occurred? The latter is the most difficult to measure.

In order to evaluate the first aspect of the program, that is reactions to the program, one of the best techniques is the Post-Meeting-Reaction-Sheet which is distributed to the group immediately after the session. These get you immediate reactions. You might also set up observers and interviewers to get at reactions of the group. Another technique is to select participants to serve as an Evaluation Committee who would evaluate during and after the meeting. Again, the Planning Committee which was recommended earlier could be used as an Evaluation Committee throughout the entire program. Such a procedure has great advantages

because there is a continuity between what has been planned and how to evaluate it. The second area we spoke of which is learning can be evaluated through pre and post tests along with control groups in order to determine just how much has been learned by the participants. The last, Behavior Change, is the most difficult to measure. One technique which may be used to measure behavior is to assess the individual on the job before the training takes place so that you might derive some benchmarks of behavior. Then three to six months after the learning has taken place to go back observe once again what kind of behavior has taken place on the job.

Although evaluation is by far one of the most important and most difficult parts of the programmed planning process, it is often given very little consideration by trainers and educators -- exactly for the reason that it is difficult. If you do not attempt to evaluate your programs on the basis of sound evaluation techniques than it is quite possible that your program is doomed before it begins.

20. Follow-up:- Here we are concerned primarily with what takes place back on the job or on the home-front. How can we best implement what took place at the meeting or what we would hope took place in the way of learning and behavioral change? We have suggested some of the techniques such as providing some materials which the participants could take with them in order to re-inforce some of thelearning which took place during the learning experience. Also, we have suggested that a report of one form or another might be sent to the participants after they had arrived back on the job. Some people have found it very valuable to send a questionnaire to participants from three to six months

after the meeting to have the participants check what they feel they had received from the meeting which was of greatest value to them and, perhaps of more importance, what they feel they still need. Still another technique is to have the State Director or Regional Representative ask participants to report what they had gained from the meeting at a back home conference. Also, personal visits on a face-to-face basis by the Regional Representative or State Director in an interview or informal discussion to assess what might have been learned and what behavioral changes have taken place is very valuable. Whatever the technique used, it is most important that some form of follow-up be employed because it is, in the final analysis, the actual on-the-job performance or change in behavior that we are interested in developing within the individual.

CONCLUSION

Many of the above twenty principles or characteristics of good program planning have been described very briefly. It is obvious that we could go into greater detail about a great many of them, particularly that of Evaluation and the technique of writing objectives; however, space precludes our doing so. It has been our attempt here to develop within you an appreciation of the principles of program planning and that there is a logical sequence to this process.

Knowing all of these twenty principles will not, however, guarantee you success! It is important that you remember that you are teaching adults and that you continuously evaluate your programs with the view that education and training is cyclical in nature and will only improve if you want it to through your own processes of evaluation. In addition, continue to "experiment" with

new programs and methods of teaching. Again, it is only in this way that you will continue to grow and so will your program. Without experimentation and innovation both you and your program are dead!

This paper has been an attempt to give you the "musts" of program planning. But if we are to abide by our concepts of adult learning we know that you can only learn by doing, that is, you must begin to apply the twenty concepts and internalize them by using them. Without question, you will make mistakes -- but then you also learn from these mistakes.

In conclusion, the great need for logical planning has been emphasized in the development of any educational training program. It is a step by step procedure based upon very rational principles and concepts. You do not design a method and then find some content which will fit into this particular method. Invariably, you will always start with the "need" --- what's the problem --- what is it that you are trying to correct and what change in behavior or how should your participant be changed by the learning process? Ultimately, you are interested in changing the individual because as we have stated earlier learning is an internal and individual phenomenon. It is a complex and complicated process which requires deep understandings and insights. These will come to you if you continue to analyze your programs. The participants yourself and the relationship among the three. Educational programming is difficult --- but rewarding!

It is my sincere hope that the principles and concepts outlined above will provide a framework and paradigm for your future successful educational programming.

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